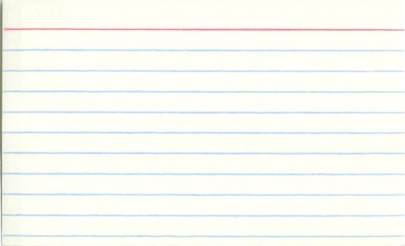
**Admit/Exit Slips**

A very powerful strategy that quickly becomes a favorite among students because of its “brevity”. Also, it is a valuable assessment tool for teachers.

In short, the students are “admitted” to the discussion/class by writing down on a card one piece of important information that they recall from the reading/previous day (if they can’t recall anything, they can write that down). An opportunity for questions and discussion follows.

Later, the student “exit” the lesson after noting on the card the new facts and concepts they learned after the lesson/discussing the topic.

Writing on index cards makes it easier for teachers and students to read and assess how much the students have learned from the process of composing their own questions and discussing them.

This strategy is especially helpful for showing students the power of coming up with their own questions and exploring them together with others. It quickly highlights that a single reading, with n reflection, often results in limited recall of specific details.

**Guidelines:**

**Admit**

* Give each student an index card.
* Have students write their names, the date, and “Admit” at the top of the card.
* Students write important information that they recall from their reading/last class.

**During the Class**

* Have partners write several discussion questions for the section that they read.
* Have partners share each question in a think-pair-share.
* Ask the partners to choose one questions, read it to the class, then share the highlights of their discussion.

**Exit**

* Ten minutes before the class ends, invite students to turn over their index cards and write “Exit” at the top.
* Ask students to write the new facts learn learned in class from the discussion.
* Collect the cards and read.